DOCUMENT RESUME

ED 228 735 EA 015 585

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TITLE Hudson's Bay High School: A Model for Effective Schools.
INSTITUTION Vancouver School District 37, Wash.
PUB DATE 82
NOTE 50p.; Prepared at Hudson Bay High School, Vancouver, Washington.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Discipline Policy; Educational Objectives; Educational Research; Expectation; Homework; *Improvement Programs; Organizational Objectives; Rewards; School Community Relationship; *School Effectiveness; Secondary Education; Student Motivation; Teacher Attitudes; Teacher Motivation; Teaching Methods; Time on Task
IDENTIFIERS *Vancouver School District WA

ABSTRACT

Materials related to Hudson's Bay High School's (Vancouver, Washington) program to improve school effectiveness are presented. On the first page are enumerated six steps that were taken to implement the program, including the administration of an Effective Schools Evaluation Instrument asking faculty to identify needed improvements. Eight teams were designated to develop the eight school effectiveness goals chosen and to suggest ways they could be achieved in the classroom. The second section lists and explains 14 attributes of effective schools. The third section elaborates on the 14 attributes. The fourth section reproduces the Effective Schools Evaluation Instrument in which the 14 attributes are again listed and explained. The fifth section contains the reports of each of the eight committees assigned to develop each goal selected. The eight goals or areas for improvement selected and reported on were high academic learning time, high expectations, order and discipline, monitored homework, community support, clear academic and social behavior goals, variety of teaching topics, and public rewards and incentives. Committee reports include such things as what research says about the goals and specific recommendations for changes in administator and teacher behavior. Presented in the final section is a paper summarizing research about effective schools. (JM)

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# HUDSON'S BAY HIGH SCHOOL

## A MODEL FOR

# EFFECTIVE SCHOOLS

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EA 015 585

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1982
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The Hudson's Bay Eight

School Effectiveness Project

1. Prior to the school year the Effective Schools Evaluative Instrument was developed. This instrument, based upon recent research, identified and briefly defined the fourteen elements (characteristics) found in effective schools.

2. At the first faculty meeting of the school year, the Effective Schools Evaluative Instrument was distributed. Faculty members were asked to rate the fourteen elements in importance (1 to 14) and score each of the elements as to how they perceived Hudson's Bay High School's effectiveness in the 14 categories (1-Extremely Successful; 2-Above Average in Success; 3-Average in Success; and 4-Need to Improve in this area). These results were compiled.

3. At the first Faculty In-service Program, the results of the teacher survey were distributed with the original teacher's copy of the Instrument. Time was allowed for teachers to compare their ratings with the staff's over-all ratings. Groups were then formed in which staff members identified three goals per group. Their task was then to include some suggestions on how Bay could successfully address the goal and how we could determine if progress was being made toward the goal.

4. Following the In-service Program, results were compiled. It was felt that not enough time was given for the groups to fully develop the goals. As a result, the staff was divided into eight teams to more fully develop each goal. The eight original School Effectiveness Goals (now called the Bay Eight) were:

   High Academic Learning Time
   High Expectations
   Order and Discipline
   Frequent Monitored Homework
   Community Support
   Clear Academic/Social Behavior Goals
   Variety of Teaching Strategies
   Public Rewards and Incentives

5. The committees were charged with the task of developing finished models for teacher use within the classroom. These models were to identify the Bay Eight, illustrate ways that they could be implemented within the classroom and list some methods of self-evaluation for teacher use.

6. Long-range planning also includes:

   A. Each teacher selecting two of the Bay Eight as individual goals for improved teaching effectiveness. These goals will be communicated with his/her evaluator.

   B. Departmental development of how these goals can be implemented via departments.

   C. Scheduled faculty meeting/in-service workshops focusing in on how we can become more effective.

ATTRIBUTES OF EFFECTIVE SCHOOLS

1. Clear Academic and Social Behavior Goals

   A. Clearly articulated to the educational community
   B. Heavy emphasis in basic skill achievement (Three R's)
   C. No ambiguity

2. Order and Discipline

   A. Basic understanding/agreement of rules of conduct
   B. All rules are uniformly enforced by all
   C. School is orderly, without being rigid, quiet without being oppressive, generally conducive to the business of learning.
   D. A happy medium exists between too rigid and too loose

3. High Expectations

   A. Higher academic and social behavior expectations are present in more effective schools.
   B. Several Messages in high expectations:

      1. Tell students, "I think you ought to and can achieve."
      2. Tell students that teachers care about them.
      3. Serve as the adult world's professional judgement "I am more capable than even I at times think I am."

4. Teacher Efficacy

   A. Effective schools have a high percentage of teachers who believe they can teach any and all students.
   B. Caring is expressed in a variety of ways:

      1. High Expectations
      2. Strict but consistent enforcement of rules
      3. Homework assignments

   C. Primary emphasis is that the students see the teacher caring about them and paying attention to them.

5. Public Rewards and Incentives

   A. Effective schools have a clearly established method of providing public rewards/incentives for student achievement.
   B. Examples: Honor Roll, Bay's Best, Creative Students for the month, honor assemblies, notes to students and parents, verbal and non-verbal praise, etc.

6. Administrative Leadership

   A. Research continues to substantiate the necessity of strong leadership at the building level in effective schools.
   B. The principal makes sure that teachers are carrying out their responsibilities and maintains high expectations of teacher performance.

6. Administrative Leadership Cont.

   C. The principal is a model of what is expected of his teachers and the students.
   D. The principal is an initiator of programs, being pro-active, not reactive.
   E. The principal is seen as being supportive, caring and trustworthy.

7. Community Support

   A. An emphasis exists in parent/community contact
   B. This is not just limited to negative communication but to positive communication as well.
   C. Tutoring, fund-raising, school-beautification projects, etc.

8. High Academic Learning Time (ALT)

   A. The more time one spends on a learning task the more one learns.
   B. Teachers may allocate a great deal of time to a learning task, but students may not be engaged in learning during the entire allotted time.
   C. The allocated time may not be the best indicator of effective instruction--but time on task (engaged time) may be a more accurate measure.
   D. Engaged time does not reveal student success on the task, so the term Academic Learning Time (ALT) has been coined--The amount of time students spend on a learning activity in which they achieve a high rate of success (90% or better).

9. Frequent and Monitored Homework

   A. More homework more often is required of students in effective schools.
   B. Students are provided feedback about how well their homework was completed.
   C. Homework extends the amount of time on task (must be with a high rate of success).
   D. Homework emphasizes that independent learning is valued.
   E. Checking homework and providing feedback provides further evidence that teachers care about the student's performance.

10. Frequent Monitoring of Student Progress

   A. Frequent monitoring for student performance occurs.
   B. More frequent classroom tests, quizzes, and assessments of student performance occur.
   C. More direct and immediate feedback is given.

11. Tightly Coupled Curriculum

   A. Curriculum is closely related to both school-wide and individual grade-level objectives.
   B. Teachers create materials and activities that meet student objectives/goals.
   C. The goals, curriculum and evaluation devices are tightly coupled.

12. Variety of Teaching Strategies

    A. Teachers are better able to accomodate student differences by employing alternate teaching strategies.
    B. Teachers employ the methods that work best for them in meeting student needs.
    C. Teachers are exposed to various teaching methods and strategies.

13. Pervasive Caring

    A. Students feel that teachers and administrators care about them.
    B. Caring is expressed through high expectations, strict but consistent enforcement of rules, homework assignments, etc.

14. Opportunity for Student Responsibility

    A. Effective schools provide opportunities for students to become responsible.
    B. Student government, cross-age tutoring, fund-raising projects, etc. provide opportunities.

## ATTRIBUTES OF EFFECTIVE SCHOOLS

### Clear Academic and Social Behavior Goals

Effective schools have articulated a clear schoolwide set of academic and social behavior goals. Basic skill achievement in reading, writing, and mathematics is heavily emphasized across the entire teaching staff as is student behavior which promotes an orderly classroom and school climate. There is no ambiguity. Teachers, parents, and students share the same understanding of the school's goals.

### Order and Discipline

Administrators, teachers, and students understand and agree to basic rules of conduct. Each person may expect that such rules will be uniformly enforced, be they rules against gum chewing, running in the hallway, hitting another person, or showing disregard for school property. The attitude of each teacher is that "I have the right to enforce the rules even if the student is not in my particular class."

The concern for an orderly and disciplined school climate is not meant to be oppressive. The 1960's critics of oppressive schools made their point so well that the pendulum has often swung too far the other way with the result that the quest for "open" schools and classrooms has frequently ended in near chaos. Effective schools seem to find that happy medium between too rigid and too loose discipline. The solitude of a tomb is not required but neither is the noise of a circus tolerated. Effective schools recognize order as a social necessity, not too much order as to snuff out spontaneity and individualism but enough to get on with the business of learning. When asked, students in effective schools tell you that the rules and teachers are fair, even if they don't like the rules or penalties.

### High Expectations

Teachers and administrators in effective schools hold higher academic and social behavior expectations for their students than do teachers and administrators in less effective schools. High expectations carry several messages. First, they symbolize the demand for excellence and tell the student "I think you ought to and can achieve." High expectations are stars to reach for. Second, they communicate to the student that the teacher cares by saying, in effect, "The reason I have high expectations for you is that I care about you." Third, high expectations serve as the adult world's professional judgment which is translated by the student as "I am really more capable than even I at times think I am. If my teacher continues to have high expectations for me, even when I screw up, then maybe I really can do better."

## Teacher Efficacy

Effective schools have teachers who have a strong sense of efficacy--a belief which says, "I know I can teach any and all of these kids." Efficacy is a sense of potency, and it is what provides a teacher with the energy needed for relentless and persevering effort required to get many students to work. A sense of efficacy combined with high expectations for one's student communicates powerfully to students that they can learn and that they will learn, or dammit, we will both die trying!

## Pervasive Caring

Students in effective schools tell you that their teachers and administrators care about them. One child, when asked, "How do you know your teacher cares?" responded, "Because she gets mad at me when I don't do my homework or do poorly on a test."

Caring is expressed in a variety of ways. High expectations, strict but fair enforcement of rules, and homework assignments, for example, all tell the student that the teacher is paying attention to them and cares about their achievement. Observers of effective schools see the caring atmosphere in the informal patting of children's heads, the rigorous demands of a high school English teacher symoblized by blue penciled essays, and the staff's collective celebration of student achievement. Teachers, administrators, and parents too, know when a school is a caring place for students and say so when asked.

## Public Rewards and Incentives

Effective schools have a system of clear and public rewards and incentives for student achievement. Public display of excellent student work, honor roll, assemblies to honor student excellence, notes sent home to parents, and verbal and non-verbal praise from teachers as often as possible serve to motivate and sustain students' achievement of a school's high expectations for them.

## Administrative Leadership

Effective schools have administrative leaders, most often principals, who are active advocates for and facilitators of the above set of conditions. Such leadership does not mean that the principal, for example, must do the curriculum revision, or be the master teacher, or conduct the teachers' evaluation; rather, it means that the principal is a person who helps to make sure these tasks are carried out appropriately. Such a person listens to staff requests and seeks to support such requests whenever reasonable. Such a person initiates

dialogues concerning expectations, schoolwide rules, and the establishment of a good testing program. Most essentially, with such leadership, the administration is seen by both teachers and students as supportive, caring, and trustworthy, all of which helps create conditions for excellence.

Community Support

Effective schools have been found to have more parent and community contact than less effective schools. Contact with parents is not limited to concerns of truancy or misbehavior. Parents and other community members are engaged in school beautification programs, tutoring, fund-raising, and just plain being kept informed of school expectations, successes, and failures. Effective schools usually have more positive parent-initiated contacts than do less effective schools.

High Academic Learning Time (ALT)

Not surprisingly researchers have found that up to a point the more time one spends on a learning task the more one learns. Although this sounds perfectly obvious and perhaps hardly worth mentioning this rediscovery is actually more complex and very important.

First, researchers have found that in many classrooms teachers may allocate a great deal of instructional time (for example, reading instruction) but the students are behaviorally engaged in learning how to read (reading, reciting, doing worksheets, etc.) for only a small fraction of the allotted time. Several studies show that second and third grade teachers might allocate two hours per day for reading instruction, but upon observation of their classrooms, one could see students spending an average of only 12 to 15 minutes a day in learning how to read! Thus, allocated time, or teacher's intended time for instruction, has been shown not to be the best indicator of what covers effective instruction.

Consequently, a more precise measure of time has been substituted for allocated time. Called "time on task", this is a measure of how much time students actually are engaged in the study of a particular subject or skill. However, although this measure approximates more closely the actual time a student spends on a learning activity, it does not reveal whether or not the student is successfully learning while engaged in that learning task. Imagine a student who has great perseverance and spends many hours trying to read a history book in class which is four grade levels above his reading level. Clearly this mismatch of instructional material and time on task would not correlate with effective, much less efficient, learning.

Finally, therefore, researchers have arrived at the notion of Academic Learning Time (ALT). This is the amount of time a student actually spends on a learning activity in which he or she is achieving a high rate of success (90% or better) at that task. ALT takes into account the amount of time well spent and requires assessment not only of the time dimension but also of the appropriateness of the curriculum and measures of success. The key research finding here is that effective schools have much higher ALT ratios than do less effective schools. This means that not only do teachers in more effective schools waste less class time in starting and ending instructional activities but they select curriculum materials which are most appropriate to student abilities.*

Frequent and Monitored Homework

Teachers in effective schools, after fourth grade, require more homework more often and provide students with feedback about how well their homework was completed. Homework, up to a point, tells the student that learning is more than just a schoolroom activity, that expectations go beyond minimum effort, and that independent learning is valued. Perhaps equally important, homework increases ALT. By checking homework and providing students feedback, teachers tell students that they care about whether or not it is done (part of the incentive and caring dimension of schooling) as well as find out how well the students are learning on their own.

Frequent Monitoring of Student Progress

Administrators and teachers in effective schools monitor student academic progress more frequently than do staffs in less effective schools. Such monitoring consists of a combination of more frequent classroom tests and quizzes: formal and informal; written and oral; schoolwide and districtwide, and national. Most emphasis is placed on frequent in-class monitoring coupled with direct and immediate feedback to students. Such frequent monitoring serves an important diagnostic function, prevents students from falling behind, and tells students that what is being taught is important.

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*Ten minutes of lost instruction in each high school class per day totals at least one hour of lost instruction every day, 180 hours per year, over 500 hours for three years of high school. Given that an average high school course requires about 180 to 200 hours of in-class instruction per year, 500 lost hours is considerable.

## Tightly Coupled Curriculum

Effective schools have a curriculum which is closely related to both schoolwide and individual grade-level objectives. Teachers do not rely solely on commercial products but tailor or create materials and activities to meet the agreed upon goals. The need for a tight connection between curriculum and objectives is perhaps best illustrated by a recent study which found that the five most widely used standardized test items in the U.S., in the fourth grade math, had no more than 60% correspondence with any of the three most popular selling fourth grade math textbook series. Effective schools purposely link goals, curriculum, and evaluation devices in a tightly coupled way to avoid the common mismatch in testing and teaching.

## Variety of Teaching Strategies

Several studies have found that teachers in effective schools use a greater variety of teaching strategies than teachers in less effective schools. That is, teachers in effective schools are able to accommodate better to student differences (as measured by frequent evaluation) by employing an alternative teaching strategy when students do not seem to be succeeding.

## Opportunities for Student Responsibility

Effective schools provide students with more opportunities for engaging in responsible behaviors. Such opportunities include student government, hallway monitors, discipline panels, peer and cross-age tutoring, and school fund raising projects.

## EFFECTIVE SCHOOLS EVALUATIVE INSTRUMENT

INSTRUCTIONS: Each of the research-supported attributes of effective schools is listed and explained below. In the blank on the left side of each item. Prioritize these attributes as you would see them in importance with #1 being the most important and #14 the least important.

In the blank on the right side rate how effective you believe we currently are with each attribute using the following scale:

1 - Extremely successful
2 - Above average in success
3 - Average in success
4 - Need to improve in this area

_____ 1. Clear Academic and Social Behavior Goals - Effective schools have articulated a clear school-wide set of academic and social behavior goals. Basic skill achievement in reading, writing and mathematics is heavily emphasized across the entire teaching staff as is student behavior which promotes an orderly classroom and school climate. There is no ambiguity. Teachers, parents and students share the same understanding of the school's goals. _____

_____ 2. Order and Discipline - Administrators, teachers and students understand and agree to basic rules of conduct. Each person may expect that such rules will be uniformly enforced. The attitude of each teacher is that, "I have the right to enforce the rules even if the student is not in my particular class." _____

_____ 3. High Expectations - Teachers and administrators in effective schools hold higher academic and social behavior expectations, for their students, than do teachers and administrators in less effective schools. This symbolizes the demand for excellence and tells the student, "I think you ought to and you can achieve." In addition, high expectations communicate to students that the teacher cares about them and want them to strive at reaching their potential. _____

_____ 4. Teacher Efficacy - Effective schools have teachers who have a strong sense of efficacy--a belief which says, "I know I can teach any and all of these kids." Efficacy is a sense of potency, and is what provides a teacher with energy needed for relentless and persevering effort required to get many students to work. A sense of efficacy combined with high expectations for one's students communicates powerfully to students that they can and will learn. _____

_____ 5. Pervasive Caring - Students in effective schools tell you that their teachers and administrators care about them. Caring is expressed in a variety of ways. High expectations, strict but fair enforcement of rules, and homework assignments tell the student that the teacher is paying attention to them and cares about their achievement. _____

_____ 6. Public Rewards and Incentives - Effective schools have a system of clear, public rewards and incentives for student achievement. Public display of excellent student work, honor roll, assemblies to honor student excellence, notes sent home to parents, and verbal and non-verbal praise from teachers as often as possible serve to motivate and sustain students' achievement of the school's high expectations for them. _____

7. Administrative Leadership - Effective schools have administrative leaders who are active advocates for and facilitators of the above set of conditions. Such leadership means that the administrators help to make sure that these tasks are carried out appropriately. Such a person listens to staff requests and seeks to support such requests whenever reasonable. Most essentially, with such leadership, the administration is seen by both teachers and students as supportive, caring, and trustworthy, all of which helps create conditions for excellence.

8. Community Support - Effective schools have been found to have more parents and community contact than less effective schools. Contact with parents is not limited to concerns of truancy or misbehavior. Parents and other community members are engaged in school beautification programs, tutoring, fund-raising, and just plain being kept infomed of school expectations, successes and failures. Effective schools usually have more positive parent-initiated contacts than do less effective schools.

9. High Academic Learning Time (ALT) - Not surprisingly, researchers have found that up to a point, the more time one spends on a learning task the more one learns. Although somewhat complex, student time on task is the measure of how much time students actually are engaged in the study of a particular skill or subject. Academic Learning Time (ALT) is the amount of time a student actually spends on a learning activity in which he/she is achieving a high rate of success (90% or better) at that task. The key research finding here is that effective schools have much higher ALT ratios than do less effective schools.

10. Frequent and Monitored Homework - Teachers in effective schools require more homework more often and provide students with feedback about how well their homework was completed. Homework increases ALT. By checking homework and providing students feedback, teachers tell students that they care as well as find out how well the students are learning on their own.

11. Frequent Monitoring of Student Progress - Administrators and teachers in effective schools monitor student academic progress more frequently than do staffs in less effective schools. Such monitoring consists of a combination of more frequent classroom tests and quizzes: formal and informal; written and oral; school-wide, district-wide, and national.

12. Tightly Coupled Curriculum - Effective schools have a curriculum which is closely related to both school-wide and individual grade-level objectives. Teachers do not rely solely on commercial products, but tailor or create materials and activities to meet the agreed upon objectives/goals. Effective schools purposely link goals, curriculum and evaluation devices in a tightly coupled way to avoid the common mismatch in testing and teaching.

13. Variety of Teaching Strategies - Several studies have found that teachers in effective schools use a greater variety of teaching strategies than teachers in less effective schools. Teachers in effective schools are better able to accomodate to student's differences by employing an alternative teaching strategy when students do not seem to be succeeding.

14. Opportunity for Student Responsibility - Effective schools provide students with more opportunities for engaging in responsible behaviors. Such opportunities include student government, hallway monitors, discipline panels, peer and cross-age tutoring, and school fund raising projects.

SCHOOL EFFECTIVENESS: Goal Identification

Task: In a group at your table, identify three goals that you would like Hudson's Bay High School to address. Include with your goal some suggestions of how that goal can be successfully reached and what indicators you feel will show that the goal has been reached. At the conclusion of our program we will receive the reports from your groups which will be compiled and become part of the Bay Ten or Nine, or etc.

Goal #1

Procedures:

Evaluation:

Goal #2

Procedures:

Evaluation:

Goal #3

Procedures:

Evaluation:

High Academic Learning Time Committee Report

The following information is provided as recommendations from the committee to increase the high academic learning time in the classroom. These recommendations are directed both to the classroom teacher and to the administration in an effort to focus more on the instructional program. It is important to keep in mind that our primary goal is to increase efficiency in the classroom. Some areas that are addressed below can assist in the improvement in this area.

I. Administration

A. Reduce Classroom Interruptions

1. District-Wide Testing - Serious consideration should be given to providing the testing at the most opportune time in avoiding classroom interruptions. If possible, give consideration to providing counselors with flex time so that college-bound tests or tests that students take of their own accord would be provided on weekends.

2. Early Release Days - Provide programs during the early release days that are worthwhile for the staff. To send students home for an early release day that has little relevance to the classroom teacher less academic learning time for students.

3. Excuse Lists and Assemblies - Provide excuse lists well in advance so that teachers can take into consideration the absent students when they prepare for their classes. Determine the amount of assemblies that are necessary in a program, and schedule those well in advance for teacher planning as well. Give serious consideration to the purpose of each assembly prior to its being scheduled.

B. Counselor Appointments - Provide the classroom teacher with notice in advance of appointments made by counselors. Calling a student from a class at times tends to be disruptive.

C. Classroom Calling - Use the classroom phones only in event of an emergency.

D. Public Address Announcements - Screen the announcements prior to their being read by students. Attempt to cut down on the amount of time taken for announcements in the class.

II. Classroom Teacher

A. Start the class on time

Given that each class period is from 50 to 60 minutes in length, we have less than 180-class hours per year for instruction. When we do not begin the class on time, it forces us to complete the administrative aspects of our job later in the hour, which forces us to use less and less instructional time for students. It is important that the teacher stress with students that any students not in class on time are tardy. The consequences for a student's tardiness should be more severe than sending letters home to parents or discussing the tardiness with the student. A progressive type of discipline should be established by the teacher--i.e., after the second tardy the student will spend 20 minutes after school, etc.

Vary the beginning of your class structure. Do not always begin by taking roll. Some times, begin the class with a quiz in which students must be present for the entire quiz to receive credit. Or, when students are late for the beginning of the quiz, the questions are not repeated to them. Do whatever you can to help stress the fact that attendance is an important part of the class day, and promptness is as important as full attendance.

Ask yourself the following questions:

1. Do I prepare well enough so that as soon as the tardy bell rings I can begin class in a sequential fashion that encourages students to be in class on time?

2. Do I discipline students or provide students with some discipline when they are late to class?

If you can't answer "yes" to both of those questions, develop a plan of action.

B. Limit Time Wasters

Another way for us to cut down on noninstructional time that occurs in a classroom is to become conscious of the amount of time spent on handing back papers, repeating assignments for students, and doing those many things that could be done in more efficient ways. Give consideration to how you waste time in your classroom with the thought of decreasing those time wasters--i.e., provide students with the opportunity to pick up papers before class begins or at the end of class. Have a place where out-papers are stored and students can pick them up on their own time. Hand out papers while students are engaged in other activities, so as not to stop them from being on task.

In addition, be very conscious of utilizing the entire class period. It is very easy for us to discontinue our instruction 5 to 10 minutes before the class is over. Stretched out over an entire school year, this can total many countless hours in which no instructional time is occurring for students.

Ask yourself the following questions:

1. How much time do I spend in the normal classroom hour wasting that time--i.e., handing back papers, repeating assignments, or giving students 5 to 10 minutes at the end of the hour that is not structured?

2. How often do I provide a quiz at the end of the hour to keep students on task for the full length of the hour?

Based upon your own self-evaluation, consciously attempt to decrease your time spent on time wasters.

C. Maintaining Clear Expectations and Standards in the Classroom

Research has shown that students can pretty much meet any expectations that are placed upon them. But it is important for the students to understand what those expectations are prior to the beginning of a class. Firmly establish in your mind what you expect from students, and express these to the students in a reasonable way. These pertain to such areas as: classroom assignments, attendance in class, promptness to class, and overall student behavior. Have firmly established in your mind consequences for students

that violate your expectations. In addition, keep in mind that students will meet your expectations as long as expectations are reasonable.

Also, be sure to express to students what they can expect from you. It's important for them to realize that not only do you have expectations for their performance but, also, that they may have expectations for yours. Let them know that you are not going to cheat them on the amount of instructional time that they will receive in your class but that you will give them the full amount of instructional time that they deserve.

Ask yourself the following questions:

1. Do students understand what is expected of them in my class?

2. Do students know when I will begin class?

3. Are students aware of what expectations I have for them on the use of their time in my class?

If your answers are not "yes," then provide clearer defined expectations for your students.

D. Develop Smooth and Quick Transition Periods

Many times during a class it becomes necessary to move from one activity to the next--i.e., correcting papers, discussion of material, seat work. It is important to make transition periods smoothly and quick so that as much instruction as possible can be completed during the class time. Do not lengthen transition periods by handing back papers, discussing information that is not on task, or allowing students to spend time visiting with their friends. The quicker the transition period can occur, the quicker you can maintain a level of confidence and concentration on the part of students.

It is also good to remember that transition periods occur more easily if material is readily available for students. Have any materials ready that are needed. In addition, provide the students with the type of structure that is necessary to make transition periods easy (if students are seated in a classroom it is easy to move from one step to the next in the transition process).

Ask yourself the following questions:

1. When I move from one portion of my task analysis to the next portion, do I attempt to move along as quickly as possible?

2. Is there a way I can decrease the amount of time that I allow for students to move from one task to the next?

E. Instructional Objectives and Activities are Well Planned

To go into a classroom and fly by the "seat of your pants" indicates a complete lack of preparation. The predominant problem with excess class time at the end of a class period also stems from the lack of preparation. Always be over-prepared. Have more to teach students in the class hour than you are able to cover.

Ask yourself the following questions:

1. How well prepared am I for each class period?

2. Do I give consideration or think through the lesson prior to its presentation so as to assure that I have covered the total class period?

3. Do I over plan, having additional materials prepared to provide in the event that I do run short?

4. Do I add closure to every lesson even if I have not covered everything I intended to cover on a given day?

5. Can I improve in the area of preparation?

F. Individual Differences

This is a difficult area with which the classroom teacher must deal. Keeping in mind that all students do not learn at the same rate and degree, it becomes increasingly difficult for teachers to meet the individual needs and differences of all students. Perhaps it is better to strive to structure lessons to meet the majority of kids with the teacher being available to assist students that are not at the same rate and degree of learning as other students. It is also important to provide enrichment activities to challenge the talents of advanced students.

All teachers would like to work towards meeting individual differences of students, but due to time commitments in the classroom this is difficult. However, it's an area of which we need to continually be aware and in which we should strive to improve. Individual differences does not necessarily mean that we structure lessons for each individual student. It means that we provide students with additional help and assistance when that is needed.

Ask yourself the following questions:

1. Do I make provisions for individual differences in achievement levels?

2. Do I attempt to teach to the middle losing both the top and lower rungs of the achievement levels of students?

3. Do I provide a variety of methods in my instructions, or do I teach the same way every day?

4. How can I vary my teaching techniques during class--i.e., lecture, student panels, short quizzes, varied seat work, etc.?

G. Time Management Skills

The more structured and the more organized a teacher is the greater the amount of time management skill that teacher has. In addition, the greater the individual time management skill a teacher has the greater likelihood for increased learning to occur.

It is important for us to all be well-planned and prepared. This is the basic principle of time management. For those individuals that are not good managers of time, it is a necessity for them to plot out their time as to how it can be utilized and how it can be improved.

We as educators must model for students what good management skills are. We must show them that it is importnat for us to get as much instruction time out of a class period as possible. In addition, it is important for students to utilize that class time as much as possible too. Staying on task is a basic principle that follows the time management philosophy. Encouraging students to stay on task, and staying on task yourself as instructors helps to maintain good time management skills. The use of time for studying is an important aspect that students need to focus in on as well. The ability of the teacher to move around the classroom to hold kids accountable for their study time is important.

Finally, improving student listening skills can increase efficiency on time management as well. For a student to listen and obtain the material that is being given to him encourages that student to do a more effective job of understanding the procedures and assignments that are given to him.

Ask yourself the following questions:

1. Do I take into consideration those skills I have acquired in the area of time management?

2. Do I understand that organization is the key to good time-management and attempt to become as well-organized as possible?

3. Do I encourage in students good time-management skills?

4. Do I set priorities of what needs to be covered in my classroom and based upon those priorities teach the lesson?

5. Do I attempt to stay on task and avoid "bird walking?" Do I realize when students are trying to cause me to "bird walk?"

6. Do I provide for my students listening and study skills?

III. Methods of Evaluation

In order for us to become better, more effective teachers, it is necessary for us to work at developing a greater collegiality amongst ourselves. It is important for us to remember that we are all striving toward the same goal--the more effective use of classroom instructional time and the greater achievement on the part of our students. As a result, the following recommendations are made for teachers to consider:

A. Self-Evaluation

1. Do I give an honest, careful evaluation of myself?

2. Do I seek additional input from administrators and other teachers on how I can become more effective?

3. Do I actively attempt to improve my own performance, or do I just give lip service to the idea of self-improvement and self-evaluation?

B. Peer Evaluation

1. Am I willing to take part in a method in which staff members take an active role in evaluating each other?

2. Am I open and confident enough in my own abilities to allow other staff members to observe my presentations, and solicit from them additional input and information on how I am performing.

3. Have I actively sought out information from others through the peer evaluation method?

4. In the peer evaluation process, have I attempted to receive concrete suggestions, and move away from vague or ambiguous comments by other administrators or teachers?

C. Student Evaluations

1. Have I provided for students in my classes a method of evaluating my performance which can give me input based upon their perceptions?

2. Have I taken the information received from those students in a positive manner for the purpose of self-improvement?

D. Administrative Observations and Evaluations

1. Have I been open to suggestions from administrators?

2. Have I attempted to implement or change in the ways recommended, understanding that they are for the prupose of self-improvement as well?

E. Additional Input

1. Have I attempted, on my own, to seek additional input as to how I am coming across as an instructor?

2. How many discipline referrals am I sending in relationship to other teachers? This also refers to the number of behavior problems I may be having in a class as opposed to other teachers.

3. How many student behavior problems do I have in relationship to other teachers?

4. How many student attendance problems do I have in relationship to other teachers?

Indicators such as these have a tendancy to reinforce information that we sometimes avoid as to how effective we are in being in the classroom.

## High Expectations Committee Report

What the Researchers Say:

"An ideal classroom has a clear focus on learning. The students expect to work and are held responsible for doing so. The teacher demonstrates that the school's purpose is learning and that everyone is there to work together to reach that goal."

Schneider, Joseph E., Educational Research and Development, Vol. 2, No. 3, Fall 1979. CEMREL, Inc., St. Louis, MO

"Teachers must openly communicate the belief that each student can and will succeed."

Brookover and Lezott 1979
Rutter 1979
Edmonds 1979

"Teachers must demonstrate a high level of expectation for academic accomplishment."

Webber 1971
Trisman 1976
Venezky and Winfield 1979

"We expect far too little of students. Schools foster student dependency by failing to provide practices and programs for students to act responsibly and exert constructive leadership."

Gary Phillips, The Kettering Foundation

"In order to build a positive attitude by teachers toward young people and a positive attitude toward learning we must maintain high expectations for student's work, further behavior, and for teacher performances."

Peter Mortimer

How can we develop higher expectations at Hudson's Bay High School?

I. Administration:

A. Modeling of High Expectations

Just as it is important for teachers to model expected classroom behaviors of students, it is also important for the building administration to act as models to both the students and the staff. Research has shown that strong building leadership is a key to effective schools. This is particularly true in the area of high expectations. One cannot have high expectations of others if they do not exhibit high expectations of themselves. As a result, building leaders must exemplify and personify what is meant by high expectations: being on the job on time, giving 100 percent effort

towards both self-improvement and the improvement of others, continually updating one's skills and techniques, holding self and others accountable for high expectations, both behaviorally and academically.

B. School Climate

In order for a school to be effective, it is necessary to have good order and discipline. Although this is a separate criteria under effective schools, it also comes under the area of school climate. It is necessary for the administrator to exhibit high expectations for students, both academically and socially. If it is understood by the teachers and students that the building leadership expects a high level of academic performance which strives towards excellence, then that effort will reap rewards. If it is shown that the building leadership has high expectations of behavior for students, then the students will meet those expectations. If it is shown that the building leadership has high expectations for teacher performance (i.e., teacher evaluation, accountability, knowledge of context, etc.), then teachers will meet these expectations.

All of these areas focus on school climate, which most schools are capable of improving. Research has shown that administrators who establish high expectations for their students and their teachers can expect improved school climate.

C. Monitoring of Classroom Activities

It is impossible for the building leadership to have high expectations of teachers and students if they do not spend a great amount of time observing teacher and student performances in the classroom. This observation should focus upon the areas of how teachers could improve and upon maintaining student expectations. The administration should make recommendations to the teachers of areas in need of improvement.

II. Classroom Teacher

A. Telling Students What is Expected of Them

As in anything, it is difficult for us to meet expectations if we do not know what is expected of us. It becomes increasingly essential for the teacher to tell the student, preferably prior to the performance, what is expected. The teacher needs to be very specific, for a lack of specificity tends to cause confusion on the part of students.

We must maintain high expectations for our students. The higher the expectations the greater the chance for student success. It should also be kept in mind that certain students will meet certain levels of expectation. For example, students in accelerated courses are able to meet higher expectations, based upon their talents, than are students in assist classes. Teachers should spend time prior to the beginning of each semester clearly identifying what academic and social student expectations they have within their classes. These expectations should then be written, distributed and discussed with students. This provides the students with the knowledge in advance of what is expected of them, with understanding, and attempting to work within those expectations.

Ask yourself the following questions:

1. Do I spend time prior to the beginning of a unit, quarter, or semester, determining what expectations I have for my students?

2. Am I able to identify what expectations I have for students in my classes?

3. Can students tell me what is expected of them in my classes?

B. Having Written Classroom Policies

As mentioned previously, it is important to have clearly designated expectations of students. To not have well-established and written expectations tends to create ambiguity within student behavior in the classroom. In addition, in having clearly delineated and well-written classroom policies, the administrators are able to more easily support the teacher when students violate classroom rules and regulations. The less rules and regulations, the greater the likelihood for students to be able to understand and follow the rules.

Ask yourself the following questions:

1. Do I have simple, clearly written classroom policies?

2. Do my written policies hold students accountable for certain levels of expectations?

3. Are my written policies reasonable for students to meet?

4. Am I able to successfully enforce my policies?

C. Grading

For quite some time, grade inflation has become the rule rather than the exception. Too many of our students have been receiving grades that are average and above for less than average performances. We have come to regard the "C" as a failing grade rather than an average grade. If we are going to hold students accountable for high expectations, it follows that we also need to become more stringent upon our grading procedures. We can do this by clearly delineating what expectations we have for students prior to the beginning of a course. We can then hold students even more accountable for their performances.

Too often we tend to allow parents to influence our decisions on grades (i.e., parents are demanding higher grades in order for their students to look good on college applications). It becomes increasingly necessary for us as an educational community to emphasize that grades are not a gift and that students must earn them.

Ask yourself the following questions:

1. Prior to the beginning of a grading period do I clearly explain to students what is expected of them and the grading criteria?

2. Do I hold students accountable for the successful completion of the course objective?

3. Do I give more high grades (i.e., A, B) than other teachers teaching these same materials? Do I give less failing grades than other teachers?

4. Are my grades considerably lower than others?

D. Motivating

In order for us to maintain high expectations of our students, we must continually strive to motivate them in hope that they will work toward meeting our expectations. As a result, it becomes increasingly more important that we provide students with the following elements of motivation:

a. Knowledge of results (feedback) - Anytime a student is actively involved in a classroom, in order for him/her to become continually motivated, s/he must receive some type of feedback regarding his/her performance. It is necessary for us to give students knowledge of results upon the performance in which they are in each period. The more feedback that we can give students, the greater likelihood for motivation to occur. It also follows that the less feedback we give, the less motivated students are to perform at increasingly higher levels. Feedback must occur as soon as possible after the activity, and it must provide the student with the type of information that the student requires in order to improve.

b. Relevance - In order for students to be motivated to meet high expectations, it is important for the teacher to explain to the students why they need to learn the material that is being presented. As a result, relevance is an important aspect of the instructional program. Explaining why something is being presented to students, or why students need to learn it, provides students with the necessary background to understand why what is being presented is relevant. The more we can show relevance to what is being taught and what is being learned, the greater likelihood for motivation to occur.

c. Monitoring - In order for us to continually raise our expectations and encourage students to meet these expectations, we must continually monitor student performance. Not monitoring student performance encourages students to not meet our expectations. If we are not able to see where students are in the learning process, then we will have a more difficult time in determining whether students are ready for additional expectations or if we need to have our expectations adjusted to meet their abilities.

e. Modeling - Just as it is important for the building administrator to model high expectations to the educational community both in himself and in others, it is important for the classroom teacher to model high expectations for students. The classroom teacher must be able to demonstrate to the students within the classroom what is expected of them by holding high expectations of herself.

E. Reciprocal Expectations

Just as the classroom teacher can have high expectations of the building administrators, the classroom students should also be able to have high expectations of the classroom teacher. The teacher should express to the students what they can expect from him/her as a classroom teacher. He should stress that they can expect certain things from her--i.e., being in class on time, prepared each day, providing input (feedback) to students on their performances, and supporting students when the need arises.

III. Evaluation

Just as we evaluate students and teachers upon their performance, it is necessary for us to evaluate ourselves in regards to high expectations. Not evaluating our own performance tends to discourage accountability. By answering the questions following each of the points listed above, it is possible for individuals to determine how they are doing in regard to having high expectations. It also provides them with the opportunity of making decisions as to how they can improve upon holding students accountable and themselves accountable for high expectations.

## Order and Discipline

Introduction: Administrators, teachers and students must understand and agree to basic rules of conduct. Each person can expect that such rules will be uniformly enforced. The attitude of each teacher is that, "I have the right to enforce the rules, even if the student is not in my particular class."

### 1. Basic Rules of Conduct

In order to have order and discipline at the building level, the first step in the process is to determine the purpose of the rules. The administrator and teachers should spend time determining several things:

A. Does the rule encourage/discourage learning?

B. Is the rule reasonable and justifiable to the maintenance of order in the school building?

C. What effect will the rule have, if enforced, upon school climate?

D. Can the administration justify the rule to parents and students?

After these questions have been addressed, and affirmative answers are obtained from them, rules should be established. It is also important to keep in mind that the school climate is very essential as a determiner of the rules. Rules can not be too restrictive upon students, nor can they be too loose. The primary rule of thumb should be that rules maintain order within the entire school community.

There are basically two areas in which rules should be established. The first area is in the general school area. These rules should pertain to student behavior outside of the classroom, anytime that students are on campus. They should be primarily established to promote order and student discipline within the building. Items that should be considered would be in the areas of student passing between classes, assembly behavior, student parking rules, and all of the general type of regulations that are necessary to maintain a good school atmosphere outside of the classroom.

The second area in which rules need to be established is in each classroom. For students to understand and develop good habits that carry over from one class to the next, some consistency should occur in classroom rules. It becomes extremely difficult for students to follow classroom behavior rules if they are different in each classroom. All teachers need to agree upon some basic rules that they can all enforce within their classroom, i.e., respect for the rights of others, being prepared for class, etc. In addition, since each teacher has his/her own philosophy of education, it's important to allow teachers flexibility of establishing individual rules within their classroom. Teachers should be encouraged to remember that the fewer the number of rules that a teacher has within his/her classroom, the easier it is for students to understand what is expected of them, and the easier it is for the teacher to enforce these rules. Too many rules promote too restrictive of an environment for students to learn.

2. Uniform Enforcement of Rules

Anyone can establish rules and regulations. The difficult part of any rule or regulation is to guarantee that it will be uniformily enforced. To have rules that are not enforced uniformily, tends to teach students that rules are not for all people to follow. In addition, such lack of enforcement makes it difficult for students to understand the purpose of any rules. This, in turn, tends to encourage students to question the necessity of rules, and to question why some rules are only for the benefit of some people. The administration must provide leadership to encourage the uniform enforcement of rules that are established by the school and by the classroom teacher. In addition, the administration must continue to reinforce with the staff that building rules need to be established by everyone within the building, not just by a few people. Granted, many teachers may not agree with rules that are established. However, it is the position of the teacher to enforce those rules, not to question the purpose of the rule.

3. Responsibility

As with any rules and regulations, each person who is in charge of enforcing those rules must accept full responsibility for the enforcement. As mentioned earlier, the teacher must face the fact that he/she has the right to enforce the rules, due to his/her responsibility as a classroom teacher. He/she is not in a position to question the rules at this time. The teacher also needs to emphasize that rules are established for the good of the system, and that rules are not established without giving considerable discussion and consideration to the effect of the rules upon the school climate. This pertains, not only to the rules of classroom behavior, but for all school rules. Too often, all of us expect someone else to do the diciplining and accept the responsibility for seeing that rules are enforced and that people behave in a given way in line with the rules. Until everyone in the school community feels full ownership and accepts responsibility for the school environment, it will be continually difficult for rules to be enforced. It cannot be the responsibility of a few to maintain order and discipline within the school. All must accept their fair share of ownership and responsibility in the school in order for a positive control of the building to occur.

## Frequent Monitored Homework

Introduction: Teachers in more effective schools require more homework and provide students with feedback about how well their homework was completed more often than do teachers in less effective school environments.

A. Time On Task

Research has shown that the greater the amount of Academic Learning Time (ALT) that a student spends engaged in the learning activity, the more students will retain. One sure method of extending the amount of Academic Learning Time students are on task is through the use of homework.

B. Level Of Understanding

As in the research of time on task (in order for the time to be effective, a high success rate must occur) it is important when assigning homework to keep in mind that a high level of success (90% or more) must be present. Since students often need assistance or new material, it would be extremely difficult for a student to complete assigned homework at a high success rate on a new learning activity. As a result, it is necessary for the teacher to keep in mind that all work that is assigned as homework needs to be more of a reinforcing nature, than of an introductory nature. Teachers need to be sure that students can demonstrate a high level of success with the assigned work before it is sent home as homework.

C. How Much Is Enough?

Each teacher must keep in mind that the amount of homework should be dependent upon the amount of time that can be reasonably expected of students to give to homework. If each teacher was to assign thirty minutes of homework per night, the student would be working for two and a half hours on just homework alone. Fortunately, in this example, all students do not carry five academic courses. But teachers need to keep in mind what is a reasonable amount of homework that can be expected from students. The teacher needs to also ask the question, "How necessary is the homework?" If the student can already exhibit effectiveness at a high enough success level, is it justifiable to require homework? Practice is fine, but the practice must be centered around an assignment that is of relevance and importance for a student to know. This issue requires the teacher to critically analyze his/her purpose in assigning homework and the end product desired from its completion by students.

D. Feedback

It is important for teachers to also remember that if homework is given, it is necessary to provide the students with feedback on it. The sooner this feedback can occur, the more effective the knowledge of results for students, and the greater the motivation for increased learning. If homework is assigned, and it is not returned to students as soon as possible (within a day or two), the student has a tendency to forget about what the assignment was originally, and homework for other than practice proves to be of little value.

E. Homework Policies

Too often, teachers and administrators do not spend time in open dialogue on a building policy for homework. If this dialogue would occur, a building would probably develop a policy on homework. It is important that the purpose of homework be discussed in classrooms. Teachers should also keep in mind that providing meaning for students as to why things are being done helps in a motivational process. If a teacher can explain to students why they are doing a homework assignment it helps students in understanding that assignment more fully and motivates them to work towards the successful completion of the objective.

If teachers were to spend time discussing homework as a group, they would become more aware of the needs of each other in the areas of homework. This could result in increased sensitivity on the part of some teachers for assignments being given by other teachers.

## Community Support

Too often we, educators, ignore the community sector and its involvement in education. We are always looking for praise and financial support from our communities but we fail to showcase what it is we want them to support. We cannot possibly expect our patrons to give schools their support unless we are willing to "open our doors" to them.

There are many segments of the community that schools should involve in the educational process. One very important segment is the business community. Schools should bring business people into a school to work with teachers, administrators, and students as well as sending students and staff to businesses to assist in supplementing classroom learning. The business community can be a very valuable resource regardless of how a school chooses to use it.

Another segment that schools should involve is the media. Any school activities, projects, or topics of interest should be brought to the attention of the media. Teachers and administrators should cooperate with the media whenever possible. If the media senses that the staff is willing to cooperate, it will more likely communicate to the public the positive aspects of a school or district rather than the generalities of violence, drugs, and low test scores in our schools.

Advisory committees on curriculum, discipline, and student welfare are another way of soliciting support from the community. These committees can be composed of parents and people in the community who have an interest in the public school system. These people provide input and are good indicators of the job we are doing.

Alumni associations are often a neglected group at the high school level. Accurate lists of alumni could be placed on a computer to allow for easy access to names and addresses. These people should be included on mailing lists that are used to inform parents of school activities.

Besides seeking the support of various community groups, schools need to provide various activities that would enable community people to visit schools. Senior citizen days, open house, and parent days at school are some of the activities that schools could schedule to inform people as to what happens in our schools.

To solicit community support requires an effort on the part of our schools. They must showcase their products as well as make every effort to get input from the people of the community. By showcasing our product and by soliciting community involvement, we are increasing the liklihood of community support. As the saying goes, "People tend to support what they create."

## Clear Academic and Social Behavior Goal

Introduction:

> "Children benefit from attending schools that set good standards, where teachers provide good models of behavior, where they are praised and given responsibility, where the general conditions are good and where the lessons are well conducted. These aspects are furthered by teacher expectations of student achievement and behavior and by the feedback the school provides on what is acceptable performance. It is a combination of these qualities that makes the ethos, or norms and expectations, of the school."
>
> --Rutter

Among the more critical elements found to be present in effective schools are clear academic and social behavior goals. In order to guarantee that this element is addressed, it is essential that several steps be taken by both administrators and teachers.

I. Identification

Before any academic and social behavior goals can be established, it is necessary for the school community to establish what types of goals should be identified. These goals should be clearly designated and easily understood. The expectations should also be reasonable. In other words, the identification of such social and behavior goals must be of a level that a school is able to identify as being reachable. They cannot be too loose, nor can they be too strict in nature. The school must identify goals that it will be able to enforce. It makes no sense to have high social and behavior goals that the school can obviously not strive to complete--i.e., incomplete solution to the problem, etc.

II. The Need

To assist in the development of such building goals, it is important for the educational community to give consideration as to what needs exist with the students in the school. For example, if it is quite obvious that acceptance of responsibility and respect for other people's property is an important item that students need to know before they leave school, this might be an example of the type of social and behavior goal that is expected of students. So, by developing a list of needs that students have, it becomes easier for the staff to work toward identifying the type of goals the staff would like to establish.

III. A Plan of Action

After the needs of the student body have been identified, the next process is to develop a plan of action to successfully work toward the implementation of these goals that address the needs. This plan of action should be incremental in nature, and written so that the goals are not so large as to be insurmountable. Each step should take a small portion of the successful accomplishment of the major goal as the school continues to work toward that goal.

IV. Monitoring and Assessing

The final portion of the process is the continual monitoring and assessing of

the work toward the completion of goals. As this is an on-going process, it is doubtful that it is ever completely achieved. However, it is good to keep in mind that working toward goals is probably as beneficial as the successful achievement of those goals. This is primarily due to the fact that individuals have a direction that they are working toward, rather than not having a purpose.

V. Addendum

When establishing social and behavior goals, it is good to keep in mind the material that the research has shown in regards to maintaining high expectations of students. High expectations pertain not only to the academic pursuits of students but also, to the social and behavioral areas as well. These expectations should be reasonable, but they should be the type of goals that force students to improve in some ways to become better individuals. Whatever goals are established by the educational community, it is important to verbalize these goals to staff, students, and the entire educational community. This allows people to understand that the schools have a purpose towards which they are striving. In addition, it allows the educational community to provide support in a positive direction.

VI. Points to Ponder

A. What do you feel are the most important goals (social and behavioral) that students leaving Bay should possess?

B. If you were to identify specific needs that you have seen in our students, what would they be?

C. How would you break down our students needs/goals in an incremental fashion?

D. What contribution could <u>you</u> make to the successful completion of these goals/needs?

## Variety of Teaching Strategies

Introduction: Various research has shown that no one method of instruction has been found to be the most successful in improving school effectiveness. From this research, it becomes apparent that administrators should encourage teachers to utilize a variety of teaching methods--expecially those with which the individual teacher is most comfortable. There are ways to improve upon school and teacher effectiveness that are similar, despite the various methods of delivery.

I. Administration

A. Promote Variety

Do not expect all teachers to fit into a certain mold of teaching. Each teacher is unique and has his/her own strengths. Be knowledgeable enough about effective teaching techniques so as to provide teachers with recommendations that can help them to become more effective in the classroom.

Not all teachers are effective at providing small group activities. Nor are all teachers well-versed in methods of encouraging active participation by students. As a building administrator, be able to identify various teacher's strengths and build upon them. Provide the teacher with methods of becoming even stronger, while helping them to strengthen their weaknesses as well.

B. Staff Development

Just as a coach strives to develop his athletes to their maximum potential, so also should the building administrator work with the staff to improve upon their skills. Even the words "staff development" imply that the primary goal is for each staff member to strive to reach his potential. As a result, each building administrator must be dedicated to the effort of staff improvement. She/he must provide many facets of training for his/her staff members, i.e., in-service programs, mini lessons at staff meetings, handout materials, etc.

The administration must work with the staff through a process of self-improvement goal-setting. This method provides the opportunity for staff members to identify areas in which they wish to improve, since individuals will work harder on goals that are self-identified. One of these areas should be in teaching strategy. The only way that a staff member will widen his/her variety of teaching strategies is through goal setting, in which a weakness is identified and addressed in an effort to improve. The administrator must do all he can to assist the teacher in this process of self-improvement.

II. Teachers

Teachers need to become more aware of the various methods of instruction that are now being used in the classroom. For too long, teachers have taught in their rooms and seldom ventured out to observe other teachers at work. To observe another teacher at work is as the surgeon does when he witnesses a fellow surgeon performing an operation. Although, the final result is intended to be the same, not everyone uses the same methods. But the more methods and skills one has at her disposal, the greater the likelihood that the operation

will be successful.

It is well known that all students do not learn in the same way and at the same degree. Subsequently, the greater skill and variety possessed by the teacher, the greater the likelihood for each student to achieve.

Despite the fact that variety is essential, each teacher must keep in mind that each lesson must have several necessary ingredients:

A. Objective Stated

There must be a reason for the lesson and the lesson's objective, and its relevancy should be verbalized and explained to students.

B. Teaching to the Objective

The teacher must provide meaningful and relevant material pertinent to the objective. Thus, where the critical element of Engaged Academic Learning Time comes into focus, the teacher must not only have an objective, but she/he must be able to keep the students on task in working toward the successful completion of the objective. He/she does this through directions, examples, discussions, written work, etc.--all those classroom activities that focus upon the objective's successful completion.

C. Level of Difficulty

As with any lesson, the objective must be at a level that the students are capable of achieving. It would not be too meaningful for students if a selected objective were below their skill level, for it would be mastered so quickly one would question its selection. The same can be said about an objective too high above the skill level of students. This is where boredom and frustration set in with students, with the result being an additional difficulty in keeping students on task.

The key element to know is that the teacher must know her students well enough to be able to structure an activity that is in line with the students' current level of skill.

D. Monitor and Adjust

This is the critical point! This is where one can show the true skill of a teacher. This is what distinguishes the teacher from anyone that can come into a school off the street and claim to be a teacher. Nearly anyone can make a lesson for students. But only a teacher knows the importance of monitoring students during the lesson and making the correct adjustment. Just as the doctor examines the patient, so does the teacher examine the student. And just as the doctor prescribes the proper (hopefully!) medicine to positively affect the ailment, so, also, does the teacher prescribe (adjust the lesson) to move the learner along the path to greater knowledge.

E. Principles of Learning

Effective teachers provide students with the basic principles of learning to help the learner successfully reach the objective. Effective teachers automatically manipulate these often with no thought or intention of doing so. These principles of learning are motivation, retention, transfer, rate and degree.

III. Questions

A. Do I present all my lessons in the same way using the same format?

B. Have I asked administrators for suggestions of other varieties of teaching that are effective?

C. Have I observed other teachers and noticed how they teach different from me?

## Rewards and Incentives

"It is easier to catch a bear with honey than it is with vinegar." Although trite, this statement is a sound philosophy for educators to follow when dealing with students, staff and parents. Many people are motivated to excel when positive reinforcements are used. Positive actions towards and comments to students, staff, and parents help create a positive school climate.

There are many things that can be done that will assist in establishing a positive school climate. Some of these things we are presently doing and some of them we may want to consider doing. Also, as you look through this list of rewards and incentives other ideas will come to mind. Jot them down so you don't forget them.

I. Staff

Below are some rewards and incentives that can be done for staff members:

A. Birthday notices could be given to staff members on their birthdays.
B. Faculty "secret pals" could be established. Everyone may not feel comfortable participating in this, so it should be done on a volunteer basis.
C. A drop box could be set up for anyone to jot down a staff member's name for doing something outstanding and worth recognizing. A committee or the principal could then recognize that person for "outstanding work."
D. "A teacher of the month" award could be given by students or staff. If the staff gave the award, nominations could be accepted then followed by a run-off.
E. Someone on the faculty who is creative might write a staff bulletin with bits of information on staff members. This information could be past or present, school related or otherwise.

II. Parents

To often parents are forgotten when it comes to handing out the rewards and incentives. We must consider them a vital part of school effectiveness and do what we can to make them feel positive about schools. The following are some suggested rewards and incentives:

A. Parents react more positively to phone calls about their child's progress than to any other type of report. Usually, during a telephone conversation the parents will come to the understanding that the teacher's ultimate goal is the success of the parent's son or daughter. This underlying feeling tone is often not evident in written referrals and computerized progress reports. Phone calls whether they be positive or negative in nature are more effective and convey the feeling that schools really do care.
B. Parents appreciate "Thank you" notes from teachers and administrators for the volunteer work they have done. "A good rule of thumb" is to not let any deed go unmentioned.
C. We should use the "Eagle Eye" to mention deeds done by parents and to keep them informed.

D. Club advisors, coaches, music instructors should make use of "Certificates of Appreciation" for parents that assist with transportation, fund-raising projects, phone calling, etc. Many local supply stores have these types of Certificates on hand. Also, some of our students and secretaries are able to create an "original."

E. Be sure parents get special invitations to dances, club and team activities when it is appropriate.

III. Students

We are presently providing students with many rewards and incentives. What we, the staff at Hudson's Bay High School, may want to do is to provide more recognition to those students receiving special awards. Also, we should convey to all students that the faculty views these rewards and incentives as prestigous and achievable by all students.

Below are two categories of rewards and incentives. One category is those rewards and incentives that we are presently using and the other category is those that we may want to consider.

A. Rewards and Incentives Presently being used:

1. Birthday notices to students
2. Hal and Bea
3. Hall of Fame
4. Senior Awards
5. Bay's Best
6. "Eagle Gram" (new good work notice)
7. Positive comments on progress reports
8. Honor Roll
9. Citizenship Award at the end of the year

B. Rewards and Incentives we may want to consider doing:

1. When we learn of outstanding student achievement or deeds, we should contact the local newspapers and relay the information. The Activities Director's office would make the calls to the newspaper.
2. The Bay Window is also a good place to highlight students for outstanding performances.
3. Athletic teams, music groups, and clubs enjoy being congratulated when they perform well at a particular event or performance. Faculty members should take the opportunity to write a congratulatory note to these groups when deemed appropriate.
4. When possible, student project should be displayed for the entire student body to see. This not only rewards the student whose project was displayed but provides a model of excellence for other students.
5. Each class might consider honoring the outstanding citizen for the month. This might best be done by a student committee from each class who would nominate students for the honor. The committee could then make the final decision or refer the nominees for a class vote.

In conclusion, an effective school is one that takes time to find ways of reinforcing positive behaviors. Though these ways may vary, the end result is a school with staff, parents, and students feeling good about themselves and what they are doing.

# RESEARCH FINDINGS IN EFFECTIVE SCHOOLS

## INTRODUCTION

Much has been written lately about effective schools and increasing amounts of research have identified exactly what characteristics are found in these types of schools. This paper is written to provide some of the more recent findings of what effective schools are like. The reader should get some idea of how complex the field is, but he should also be able to identify some of the common findings in the research that point to what makes a school effective. From this, it is hoped that an individual might be able to assess the school that he is in and develop a plan of action on how his school might become more effective.

## PAST RESEARCH AND RECENT FINDINGS

Most of the research that was published prior to the 1970's gave schools a bad name in regards to their effectiveness and importance in society. The primary individual responsible for early research in school effectiveness was James Coleman. Coleman, most recently known for his research supporting private schools over public schools, conducted several studies in the 1960's. From his research, the book Equality of Educational Opportunity was written. Equality centered around the development of a child's verbal ability with school growth. Coleman concluded that the home and a child's Socio-Economic Status (SES) could have a greater impact upon student achievement than could the school.

Another researcher, Christopher Jencks, published the book Inequality in 1972. Jencks asserted that such variables as expenditures per student, class size and teacher qualifications could not be used to show that schools had any appreciable affect upon the development of students, and that schools might also have only a negligible affect, if any, upon the academic achievement of students.

Probable the most widely quoted supportive evidence to show that schools do, in fact, make a difference, came, surprisingly enough, not from within the United States, but from London, England. Michael Rutter, in his book Fifteen Thousand Hours: Secondary Schools and Their Effects On Children, spent considerable time arguing against the research findings of Jencks. Rutter asserted that Jencks used inadequate input variables in his research. Measures, such as expenditures per student, class size, and teacher qualifications, had already been shown to have little affect upon student achievement. Rutter claimed that other aspects of schooling should have been used. He further maintained that even if it were possible to show that family influence is greater than school influence, this would not establish that school influence is trivial and inconsequential.

With Rutter's book, a new era of attitude towards the importance of public schools began. His study was the first longitudinal study of its kind in the field of education. It was felt that a common flaw in previous studies was that not enough was known about students before they entered the particular period of schooling that was studied.

Following the progress of nearly 2500 students through high school and observing their academic progress, Rutter found the following:

1. Schools did differ significantly in student behavior, attendance, success in exams, and delinquency.
2. Although the mix of abilities of students attending the schools influenced these outcomes, the mix did not wholly account for the differences between schools.
3. Physical facilities had no effect on student achievement, i.e. old and new buildings.
4. The school's characteristics as a social organization did have a dramatic affect.
5. Ecological factors influence schools.
6. All of the above probably create a cumulative affect in creating the proper values, attitudes and behaviors of the whole of the school community.

The conclusion made by Rutter was very significant:

> "Children benefit from attending schools that set good standards, where teachers provide good models of behavior, where they are praised and given responsibility, where the general conditions are good and where the lessons are well conducted. These aspects are furthered by teacher expectations of student achievement and behavior and by the feedback the school provides on what is acceptable performance. It is the combination of these qualities that makes the ethos, or norms and expectations, of the school."

Since Rutter's study, and in the past several years, many various researchers have reinforced Rutter's findings. The research has become more and more technical and clinical in identifying those characteristics of effective schools. The California School Effectiveness Study (Madden and other, 1976) found that in effective schools there was more emphasis upon achievement, more monitoring of student progress, the atmosphere was more conducive to learning, and more support was reportedly received by teachers.

Even more recently, the State Department of Education of Alaska and the Seattle School District have been conducting research in effective schools. From their findings, the following list of common characteristics has been found.:

1. Clear Goals. Each school has identified goals that can be strived for and attained. These goals are understood by staff, students and the community.
2. Strong Leadership. The building principal is a strong leader within the building. He is recognized as the instructional leader for the building.
3. High Expectations. All staff and students have high expectations of achievement and success. All students are challenged to strive for the maximum.
4. Frequent Monitoring of Student Performance. Tests are given to assess student performance, with feedback being given to students. Instruction is also based upon the monitoring.

5. Positive Learning Climate. The school is orderly, not rigid, quiet, not oppressive, conducive to instruction. Students typify the school climate as being warm, acceptable, a place where they feel valued and respected.
6. Time On Task. Very little time is wasted. Students, staff and administration are all on task. In addition, waiting time between tasks is at a minimum.
7. Curriculum Continuity. Instruction at each level is well defined and balanced. It provides continuity and consistency.
8. Communication. The staff, students and community are kept well abreast of what is going on within the school. In addition, both the strengths and weaknesses of the program are mentioned to the community.
9. Staff Development. The continual development of the staff and their skills are given a top priority. This occurs both through an ongoing evaluation program and in a well organized inservice program.

THE IMPORTANCE OF STRONG BUILDING LEADERSHIP

In addition to the above-mentioned characteristics, research has also begun to show the importance of the building principal in effective schools. Nearly every study thusfar has identified that one of the key elements of the effective school is strong building leadership from the principal.

In 1971, Weber conducted research on inner city children in New York, Los Angeles, and Kansas City. The schools he examined showed a significant number of poor students scoring above the national reading norms. Interviews by Weber concluded that similarities existed in programs that, he believed, accounted for this difference. Observations with classes and interviews with staffs revealed that in successful schools there was a larger emphasis upon student progress. In addition, careful and frequent evaluation of student progress occurred. Weber found the schools to have a pleasant, orderly, and quiet atmosphere. It was also found that leadership appeared to be a significant factor; school administrators set the tone for the school and assumed responsibility for instruction and allocation of resources to reach school goals.

Another study, the New York State Performance Review (1974) revealed that differences in student achievement appeared to be attributable to factors under the school's control, some of them significantly related to leader behavior. In the more effective school, the principal had developed and implemented a plan for dealing with reading problems and provided a good balance between management and instructional skills. he appeared to be "quietly everywhere," observing students and teachers. The principal was more involved in developing a stable school atmosphere, explaining district plans for improvement, and establishing educational practices.

The ESAA In-Depth Study, conducted by Wellisch and others in 1978, showed similar findings as the above mentioned research. It was found in effective schools that the building principal played a major role in overall school effectiveness. Wellisch reported that in effective schools the principal was strongly supportive of instruction, had definite views and promoted a point of view. It was also found that in effective schools teachers reported that their performance was regularly reviewed and discussed with a principal or supervisor, and schools where teachers attributed more responsibility to the principal in

a greater number of areas were significantly more successful. Finally, it was also found that schools were more successful where instructional programs were extensively coordinated by school leaders.

Another significant researcher concluded that schools and school leadership do make a difference. Edmonds found effective schools were marked by leaders who:

1. Promote an atmosphere that is orderly without being rigid, quiet without being oppressive, and generally conducive to the business of learning.
2. Have a good balance of both management and instructional skills.
3. Monitor pupil performance frequently.
4. Develop and communicate a plan for dealing with reading and mathematics achievement problems.
5. Emphasize that it is paramount for instructors to be instructionally effective with all pupils.
6. Establish clearly stated goals and learning objectives.

The National Association of Secondary School Principals has researched this topic as well, and in 1978 published The Senior High School Principalship: The Effective Principal. From their findings, certain behavioral patterns of principals could be seen in the exemplary principals that were somewhat different from those of principals in general, but the range in almost every trait of behavior category was extensive. The findings would seem to support certain leadership models and cast serious doubt upon the notion that there is a single set of personal qualities or a unique leadership style that is effective for all situations.

It was found that the ability to work with different kinds of people having various needs, interests, and expectations was the strongest asset of the effective principal. They seem to understand people, knowing how to motivate them, and deal effectively with their problems. The environment of strong support the principal receives from the students, teachers, parents and district office along with a reasonable amount of autonomy and resources for performing the responsibilities is another major factor that contributes to the principal's effectiveness.

The research showed the effective principal to fit the following:

1. The average work day was approximately 9½ hours in length, with additional three nights per week being spent on school business.
2. Principals spent more time on student behavior and school management then they would prefer to spend on those tasks.
3. Informal communication was the key to the principal's relationship to students. Being visible, visiting with students in a positive enthusiastic manner in the halls and cafeteria, at school activities, and in other informal settings, is common for effective principals. Meetings with student leaders typically pertained to extra-curricular activities and student behavior, but not often to instructional and curriculum matters.
4. The predominate image that the principals wanted to project to students was that of being firm but fair.
5. The exemplary principals regarded their own actions to be important to good school climate and teacher morale.

6. The principals were especially confident in the areas of student discipline and extra-curricular programs, but less confident about evaluating teacher performance.
7. In regards to personal and professional outlook, the principals tend to be upwardly mobile, with one half not planning to stay indefinetly in their present position. The most common career goal is the superintendency, with college teaching the second most popular aspiration. According to the principal, incompetent and undedicated teachers were the greatest irritation.
8. Role clarification was cited by the principals as the main avenue through which the job could be made more manageable and effective.
9. When stress does occur, the most frequently mentioned method of dealing with it, is to get away from the office and walk around or engage in some form of recreation.
10. The principals considered the ability to relate well with people to be their greatest asset.
11. The most frequently stated recommendations by the principals for making the principalship more effective were: (a) select better people for the position; (b) get principals more involved in the development of the district policies and procedures; and (c) give principals greater autonomy to function as educational leaders.
12. The principals tended to see themselves as initiators or facilitators of change, but seldom as consultants or evaluators.
13. In regards to the future, the exemplary principals forsaw demand for more emphasis on the basics, more accountability, more proficiency or competency testing and tougher graduation requirements.

From the study, the following recommendations were made:

1. Local school boards, superintendents, professional administrator organizations, universities, and all other interested groups need to work individually and cooperatively to ameliorate the problems (excessive paperwork and acquired attendance at district level meetings to mention a few) and others before they have an even more serious effect on the principalship.
2. Because the principals perceived a major need for role clarification, it behoves school boards, superintendents, professional organizations, universities, parent groups, and other related to the principalship to work hard at making the position more clearly and broadly understood.
3. It would appear that there is a need to improve upon communication between the principals and the other groups.
4. The data from the study strongly supports a conclusion that training in program evaluation, curriculum development, school/community relations, teacher in-service education, and time management needs greater attention in the pre- and in-service programs for administrators.
5. Departments of school administration should make the recruitment and selection of promising candidates a top priority. The exemplary principals cited the selection of more able people for the principalship the best way to make the job more effective, and much other evidence supports this view. Although effective recruitment and selection are probably the best means of insuring that principals will possess appropriate personality characteristics in human relation skills, more attention also needs to be given to the university program to the development of these skills and characteristics.

6. Most of the principals and many others regard the internship to be a highly important component of pre-service preparation programs along with simulation and other "real life" learning activities. Learning theory also supports such learning activities. More emphasis should be placed on these components.
7. Problems pertaining to teacher performance are the ones most often cited by the principals as being ineffectively handled. More thought should be given to this task area in the planning of pre-service and in-service education of the principal.
8. More research needs to be done in the area of finding out what skills are used by effective principals in the problem solving process. This appears to be a key element of being effective at the building level.

RECOMMENDATIONS FOR IMPROVED LEADERSHIP

Although one could continue to quote various new research that is continually coming out, most of it, at this point appears to be somewhat redundant in that it only reinforces items heretofore mentioned. It would seem that from this material, however, some definite recommendations can be made.

1. Schools definitely do make a difference upon the academic, social and physiological growth of children.
2. Schools need to establish clear goals, and work toward the successful completion of these goals.
3. Teachers need to set high expectations for their students, and continually monitor their progress.
4. The school climate must be characterized as being orderly, quiet, and conducive for learning to take place.
5. Teachers must continually work toward the increase of keeping students on task, while reducing the amount of waiting time between tasks.
6. The curriculum must have some continuity, be well defined and balanced.
7. The entire school community must receive some forms of communication to keep them well informed of what is happening.
8. There must be an ongoing staff development program, which includes evaluation and inservice programs.
9. The building principal must be the building leader for the staff. This should be attained by:

   A. Great emphasis must be made upon student progress from the principal
   B. The principal must assume responsibility for the instruction and allocation of resources within his building.
   C. The principal must be "quietly everywhere," observing students and teachers.
   D. The principal must assume some responsibility for the school climate, actively working to maintain a building that students want to be in, but at the same time maintaining an atmosphere of discipline and respect.
   E. The principal must accept the responsibility of an effective teacher evaluation process, spending as much time in classes as possible.
   F. The principal must strive to spend informal time with students during lunch and at school activities, primarily so that he can become known as "human" to students.
   G. The principal must be a good communicator to all parts of the education family.

CONCLUSIONS

At this point, it goes without saying that schools are an important part of the growth process for children within the United States. In addition, it must be emphasized that the true success of an effective school lies within the building principal. His leadership can make or break a school. To qoute Fred Hechinger, President of the New York Times in closing:

> "Over the years as a reporter, I have never seen a good school with a poor principal or a poor school with a good principal. I have seen unsuccessful schools turned around into successful ones and, regrettable, outstanding schools slide rapidly into decline. In each case, the rise or fall could readily be traced to the quality of the principal."

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